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| 1-5 |  | 7.C1.1 | What is theatre and  Why do we do it?  Why do we warm-up?  As members of the audience how should we behave? | Basic warm-ups for body  and Voice  Various theatre games | Establish warm-up routine  Introduce theatre games  \*Physical and vocal warm-ups continue on a  daily basis throughout  the course. |
| 6-10 |  | 7C1.2 | How do we use our voice effectively ?  What are pitch, volume, rate, tone, articulation?  What is the difference between dialects and accents? | Select readings to use variations in tone, volume, pitch.  Tongue twisters | Practice effective use of pitch, volume and rate  And articulation  Experiment with various dialects and accents both writing and speaking. |
| 11-15 |  | 7C1.2  7C2.1  7C2.2 | CONTINUE | Monologues | Assign monologue project: developing a character through the voice |
| 16-20 |  | 7C1.1  7C1.2  7C2.1 | What is Pantomime?  What is non-verbal  communication?  How do we use our bodies to express a variety of emotions to an audience?  What are the qualities of a good pantomime? | Body relaxation exercises  Simple pantomime  games  Group pantomimes | Practice simple  pantomimes  Work consistency,  exaggerated resistance  and facial gesture in pantomimes |
| 21-25 |  |  | CONTINUE | Group Pantomime Project | Assign group  Pantomime project |
| 26-30 |  | 7C1.3  7A.1.1  7A1.2  7CU2.2 | How do plays differ from other forms of literature?  How do you read a play?  What is a playwright? | Play structure  An accessible play clearly demonstrating stages of plot development and  other key elements | Assign reading of play  Discuss play structure, etc. |
| 31-35 |  | 7C1.3  7A1.1  7A1.2 | How do you write a play?  What are the most important elements of a good play?  CC: writing skills literacy | Story structure plot, theme conflict, and characters  Writing skills  Communication through writing | Group brainstorming to create a list of types of plays’    Students write 1 minute, 2 minute and 5 minute scenes from various prompts  Benchmark Assessment |
| 36-40 |  | 7C1.1  7C1.2 | What is improvisation?  How does it help us as actors?  What elements  of storytelling are needed in improve?    What role does characterization play?  How many ways can we begin an improvisation? | Simple two person  Improvs and Group  Improvisations  Improvisational games  Story building games  Character building games | Basic warm-ups for body and voice  Various theatre games,  \*Improvisational games and exercises are used daily  View excerpts from ‘Whose Line” or local improve company |
| 41-45 |  | 7A1.1  7C1.1 | How do you “create” a  character?  What are given  circumstances?  What are acting  techniques? | Study of acting materials  Character questions | Assign reflections on  acting styles    Assign character  creation questions for a character in the play.  Show EVN’s Creating a Character video |
| 46-50 |  | 7C1.1  7C1.2  7C2.2  7A1.1 | Continue  CC : literacy | Character development | Give students a list of 5 or 6 age appropriate plays. they choose one, read it select a character to develop using the previously taught techniques |
| 51-55 |  | 7C1.1  7C1.2  7C2.2  7A1.1 | Continue | Character  development | Continue working on project |
| 56-60 |  | 7AE 1.1  7AE1.2 | What other elements are needed to produce a play?  How does each element contribute to the final product? | Introduction to technical elements; lights  sound, set, costumes, props | Students read Chapter 11 In *Exploring Theatre* text  Discuss contribution of each crew |
| 61-65 |  | 7AE1.1  7AE1.2 | Continue | Instruction in the use of technical elements  Instruction on researching time period and designing for a production | Students do hands on practice with lighting, sound equipment.  Students choose a one set play and design sets, costumes, and make-up for production. |
| 66-70 |  | 7CU1.1 | How has theatre changed through the ages?  CC: Social Studies | Instruction in the effects of world changes on theatre | Using the timeline in text, *Exploring Theatre.*discuss how theatre has changed from the 1450’s to today’s theatre.  Another resource in the text is the Theatre Heritage pages. |
| 71-75 |  | 7CU1.1 | What effect does the culture of a country have on theatre? | How theatre has developed differently in various countries and  cultures | Use the Theatre Heritage pages related to different cultural theatre types to discuss and demonstrate the variety of theatrical styles that exist. |
| 76-80 |  | 7CU1.2 | Continue | The diversity of theatre across the world and various cultures | Students will create a work that exemplifies the style of theatre of Africa, Asia, or Australia  Informal performances |
| 81-85 |  | 7CU2.1 | What is audience etiquette?  How do expectations vary in different venues? | Analyzing the expectations of audience etiquette in different venues and events | Brainstorm what expectations the students have of the audience from:  1. a performer’s viewpoint  2 An audience member’s viewpoint  Discuss how expectations change with a change in event or place. |
| 86-90 |  | 7A1.2 | So how all the pieces come together to create an formal or informal production? | Analyzing the styles of both formal and informal productions | Have students view both an informal presentation and a formal production.  Analyze each and compare the requirements of each production style as they use characterization, technical elements, writing, and acting. |

\*This suggested Pacing Guide, based on The National Standards, the N.C. Standard Course of Study for Theatre Arts Education, and the WCPSS Middle School Arts Curriculum, moves from the concrete to the more abstract thought processes.

This guide is a tool. Its application is intended to be flexible in nature and to meet the need of the individual specialist.

\*\*These Target Objectives are considered minimum Core Skills and should be assessed during the designated grading period. Additional assessments of the remaining objectives are also expected. **It is understood these goals and objectives are introduced and continually reinforced throughout the curriculum.**